



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Hollis School

SAU: RSU 06 / MSAD 06

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2010-2011 NCLB Report Card



School: Hollis School
SAU: RSU 06 / MSAD 06
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	45	45	100	64	65	65	0	64	36	0	45	0
	2009-2010	59	54	92	65	69	73	2	63	30	6	54	0
Female	2008-2009	25	25	100	68	67	70	0	68	32	0		
	2009-2010	26	25	96	64	71	76	0	64	28	8		
Male	2008-2009	20	20	100	60	63	60	0	60	40	0		
	2009-2010	33	29	88	66	67	69	3	62	31	3		
Caucasian/White	2008-2009	45	45	100	64	65	66	0	64	36	0		
	2009-2010	57	52	91	65	68	74	2	63	29	6		
African American/Black	2008-2009	0	0				42						
	2009-2010	1	1	100			46						
Hispanic	2008-2009	0	0				51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	1	1	100			66						
Economically Disadvantaged	2008-2009	17	17	100	65	55	53	0	65	35	0		
	2009-2010	25	23	92	65	58	62	4	61	30	4		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	3	3	100		45	36						
	2009-2010	12	7	58		40	38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Hollis School
SAU: RSU 06 / MSAD 06
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	58	58	100	76	65	71	2	74	21	3	57	1
	2009-2010	48	48	100	67	64	67	19	48	33	0	48	0
Female	2008-2009	32	32	100	78	68	75	3	75	19	3		
	2009-2010	26	26	100	69	65	71	19	50	31	0		
Male	2008-2009	26	26	100	73	63	67	0	73	23	4		
	2009-2010	22	22	100	64	63	63	18	45	36	0		
Caucasian/White	2008-2009	57	57	100	75	65	71	2	74	21	4		
	2009-2010	48	48	100	67	64	68	19	48	33	0		
African American/Black	2008-2009	0	0			100	53						
	2009-2010	0	0				43						
Hispanic	2008-2009	1	1	100			66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	24	24	100	79	56	60	4	75	17	4		
	2009-2010	16	16	100	56	50	56	19	38	44	0		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	80	33	43	20	60	20	0		
	2009-2010	5	5	100		21	34						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Hollis School
SAU: RSU 06 / MSAD 06
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	63	63	100	70	65	67	3	67	29	2	61	2
	2009-2010	59	58	98	91	68	72	17	74	9	0	57	1
Female	2008-2009	35	35	100	74	71	70	6	69	26	0		
	2009-2010	31	31	100	97	72	78	26	71	3	0		
Male	2008-2009	28	28	100	64	60	64	0	64	32	4		
	2009-2010	28	27	96	85	65	67	7	78	15	0		
Caucasian/White	2008-2009	63	63	100	70	65	67	3	67	29	2		
	2009-2010	58	57	98	91	68	73	18	74	9	0		
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				57						
Hispanic	2008-2009	0	0				56						
	2009-2010	1	1	100			70						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	26	26	100	73	66	53	0	73	23	4		
	2009-2010	25	25	100	84	53	62	12	72	16	0		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	9	9	100	67	35	31	0	67	33	0		
	2009-2010	6	5	83		23	36						
Limited English Proficient	2008-2009	0	0				39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Hollis School
SAU: RSU 06 / MSAD 06
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	45	45	100	71	72	70	11	60	27	2	45	0
	2009-2010	59	54	92	54	62	62	7	46	33	13	54	0
Female	2008-2009	25	25	100	80	70	68	0	80	16	4		
	2009-2010	26	25	96	44	60	61	8	36	44	12		
Male	2008-2009	20	20	100	60	75	71	25	35	40	0		
	2009-2010	33	29	88	62	65	63	7	55	24	14		
Caucasian/White	2008-2009	45	45	100	71	72	71	11	60	27	2		
	2009-2010	57	52	91	54	63	63	6	48	33	13		
African American/Black	2008-2009	0	0				45						
	2009-2010	1	1	100			31						
Hispanic	2008-2009	0	0				50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009	17	17	100	65	68	58	0	65	29	6		
	2009-2010	25	23	92	52	51	50	4	48	35	13		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	3	3	100		48	46						
	2009-2010	12	7	58		38	33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	58	58	100	83	75	66	19	64	10	7	58	0
	2009-2010	48	48	100	67	65	62	21	46	25	8	48	0
Female	2008-2009	32	32	100	81	75	66	16	66	9	9		
	2009-2010	26	26	100	65	64	62	8	58	27	8		
Male	2008-2009	26	26	100	85	76	67	23	62	12	4		
	2009-2010	22	22	100	68	65	63	36	32	23	9		
Caucasian/White	2008-2009	57	57	100	82	75	67	19	63	11	7		
	2009-2010	48	48	100	67	65	63	21	46	25	8		
African American/Black	2008-2009	0	0			100	46						
	2009-2010	0	0				36						
Hispanic	2008-2009	1	1	100			61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	24	24	100	71	64	54	8	63	17	13		
	2009-2010	16	16	100	50	53	50	6	44	31	19		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	60	48	41	0	60	0	40		
	2009-2010	5	5	100		28	36						
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	63	63	100	57	68	66	14	43	29	14	62	1
	2009-2010	59	57	97	86	68	64	25	61	9	5	57	0
Female	2008-2009	35	35	100	54	66	65	6	49	23	23		
	2009-2010	31	30	97	83	64	64	20	63	13	3		
Male	2008-2009	28	28	100	61	69	66	25	36	36	4		
	2009-2010	28	27	96	89	71	64	30	59	4	7		
Caucasian/White	2008-2009	63	63	100	57	68	67	14	43	29	14		
	2009-2010	58	56	97	86	67	65	25	61	9	5		
African American/Black	2008-2009	0	0				43						
	2009-2010	0	0				37						
Hispanic	2008-2009	0	0				52						
	2009-2010	1	1	100			55						
Asian or Pacific Islander	2008-2009	0	0				69						
	2009-2010	0	0				67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	26	26	100	58	66	53	12	46	27	15		
	2009-2010	25	24	96	79	52	51	4	75	8	13		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	9	9	100	22	33	38	11	11	56	22		
	2009-2010	6	4	67		19	34						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Hollis School
SAU: RSU 06 / MSAD 06
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99 98	99 99	71	68 64	71 69	99	99 98	99 99	64	67 59	63 61	96	96	95
Caucasian/White	99	99 99	99 99	71	68 64	71 69	99	99 98	99 99	64	67 59	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	100	99 99	99 99	66	55 51	60 56	100	99 98	99 99	59	55 51	50 47			
Students with Disabilities	*	96 96	97 98	50	27 25	36 28	*	96 96	97 98	25	28 22	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	16	6	8	0	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	3

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>